**Unit 1**

**Global Citizenship**

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| **Department:** | | **World Languages** | | | |
| **Course:** | | **Sixth Grade** | | | |
| **Theme:** | | **Personal and Public Identities** | | | |
| **Topic:** | | **Global Citizenship** | | | |
| **Learning Scenario** | | Students will begin by exploring who they are, where they live, their nationality and heritage. They will then become a citizen of the world by getting a passport in preparation of for living abroad in a summer exchange program. They will consider the advantages of knowing more than one language and identify where their new language is spoken. | | | |
| **Standards** | | This unit addresses all of the national standards. | | | |
| **Stage 1: Desired Results** | | | | | |
| **Understandings** | | Language opens doors to the world.  Where you grow up shapes your identity. | | | |
| **Essential Questions** | | Who am I?  Who are you? | | | |
| **Skills / Functions**  what students will know and be able to do | | | **Vocabulary** | | **Structures** |
| **Preliminary and Throughout Unit 1** | | | | | |
| name reasons for studying another language and culture (in English) | | |  | |  |
| state personal reasons for studying the target language (in English) | | |  | |  |
| identify a few strategies for learning languages (in English) | | |  | |  |
| explain how learning a foreign language compares to learning a sport or musical instrument (in English) | | |  | |  |
| explain what the learning goals for sixth grade are | | |  | |  |
| recognize and use classroom expressions with visual support | | | sit down, stand up, eyes on me, listen, give me \_\_\_\_\_, clean up, quiet down, stop/start, good/bad, partner, counting with thumb, la bise (cheek to cheek), open/close, question, yes/no, take out, put back  Read, Write, Listen | |  |
| use common expressions of courtesy | | | please, thank you, you’re welcome  May I speak English? | |  |
| **Unit 1** | | | | | |
| greetings, leave-takings | | | hello, good-bye, hi, see you later, tomorrow, etc.  Good morning, How are you, muy bien gracias, ¿y tú?, adiós, chao a ti; Bonjour, Ça va?, Ça va très bien, et toi?, à la prochaine, au revoir, tchao | |  |
| ask and answer name | | | What is your/his/her name?  My/his/her name is…  Nice to meet you. | |  |
| ask about and exchange personal information | | | alphabet  What is your email, phone number?  simple text shortcuts | |  |
| ask and answer age and give birthday | | | I am ..years old. How old are you? When is your birthday? My birthday is…  numbers to 31, months  I am/you are/he is/she is \_\_ years old (tener & avoir); how (cuantos años/quel âge) | | to have  date |
| ask and answer questions concerning where you live and nationality | | | Where do you live? I live in….(country).  Where are you from?  I’m from…..(country).  I am American, Mexican, Canadian, Spanish, others of class | | adjective agreement |
| state likes and dislikes | | | I like  I don’t like  Do you like?  and you?  school subjects  activities (select according to student interest)  school subjects?  simple foods?  to play sports (\*basketball/baseball/volleyball), to draw, to dance, to walk, to run, to sing, to act, to play an instrument | | definite articles  to go – 1st and 2nd person singular |
| state what you want and don’t want to do | | | I want / I don’t want  infinitives related to interests – to swim, walk, dance, etc.  with me/you | |  |
| **Stage 2: Assessment Evidence** | | | | | |
| **Performance Task Summary**  **(Integrated Performance Assessment)** | | | | | |
| Interpretive | Read autobiographical text from host family | | | | |
| Interpersonal | Unrehearsed paired speaking about their identity as an exchange student, exchanging personal information | | | | |
| Presentational | Personal Glogster and/or begin digital book about identity as an exchange student | | | | |
| **Formative Assessments** | | | | **Other Summative Assessments** | |
| complete self assessment throughout unit  create facebook/mock facebook page/edmodo  all about me poster with likes and dislikes | | | |  | |
| Stage 3: Learning Activities | | | | | |
| **Hook** | |  | | | |
| 1. Adopt exchange student identities. 2. Teacher introduces self through images and photos. Add images and photos for each topic. This may be a model of how students build a personal introduction by end of unit. 3. Teacher creates avatar. Have students create personal avatar. <http://www.voki.com/> 4. students call in to google voice to respond to a prompt 5. Fill out passport. 6. Continual use of inner/outer circle type activities, think-pair-share to work on interpersonal communication. | | | | | |
| **Resources** | | | | | |
| 1000 Families – Uwe Kind | | | | | |